

Henry Chichele Primary School

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SEND Information Report for Parents

September 2022

Mrs. S O'Brien Jones
Inclusion Manager

The report prepared by the school under section 317(5)(a) of EA 1996 (duties of governing boards in relation to special educational needs(6)) is available below.

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What is a 'Local Offer' for Children with Special Educational Needs and disabilities?

A message from Mrs O'Brien Jones, Assistant Headteacher/Inclusion Manager

From September 2014, all schools are required to publish, in one place, and review annually; information for parents and carers about the support and provision for children with special educational needs or disabilities. As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need.

At Henry Chichele Primary School, provision for children with Special Educational Needs and Disabilities is extremely important to us. We strive to ensure that all children achieve their best, irrespective of profile and just like our vision statement, we aspire to 'Empower learners and nurture ambition.'

This information report is part of the Northamptonshire Local Offer for children with special needs and their families. The Northamptonshire Local Offer can be found [here](#).

Who are the best people to talk to about additional support?

You can contact the following people at Henry Chichele Primary School 01933 352850

- Class teacher
- Assistant Headteacher/Inclusion Manager: Mrs. Samantha O'Brien Jones
- Inclusion Support Workers: Mrs. Emma Andrews, Miss. Gail Edwards
- Head Teacher: Mr. S. Dainty

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEN Code of Practice 2014. A range of evidence is collated through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with both you and the school Inclusion Manager (SENDCo) in order to provide targeted support and decide whether additional or different provision is necessary. In addition to the usual assessment, there are specialist assessment tools, which may be used to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs, unless the school is taking additional, or different action.

If you have a concern about your child's progress or believe they have a special educational need, this should be discussed first with the class teacher. Additional assessments or support can then be discussed with the Inclusion Manager.

How will the school support my child?

All children will be provided with high quality teaching which is adapted to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is regularly monitored and reviewed to ensure that all children have the opportunity to make progress.

Children are only identified as SEND when it is clear that their needs require support which is "additional to" or "different from" the curriculum for all of the pupils in our school. This is delivered through carefully planned, high quality teaching in order to respond to the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Physical/Sensory

The progress of all children in the school is underpinned by planning and assessment and the progress of every child is assessed, monitored and discussed three times a year in pupil progress meetings with the Senior Management Team and all class teachers within the phase.

As part of our assess, plan, do, review cycle the progress of pupils with SEND is closely monitored and additional meetings between teaching staff and the inclusion team ensure the impact of intervention is measured in a timely way.

How is the decision made about the support my child will receive?

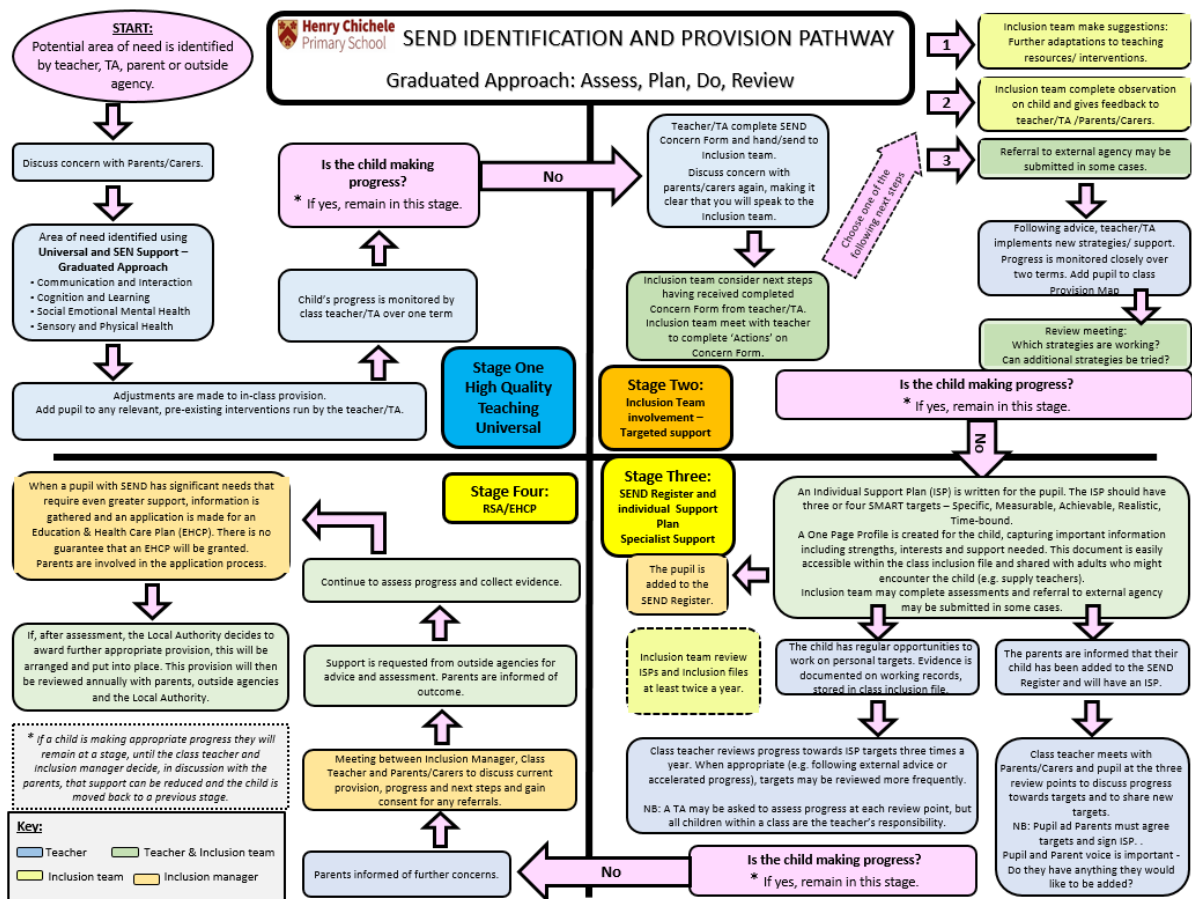
Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. Using their expertise and professional judgement, the Inclusion Manager (who holds qualified teacher status and the National SENCO award) will work closely with the inclusion team, you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents. This is part of our assess, plan, review, do cycle.

How will I know how well my child is doing and how will the school help me to support my child's learning?

We believe that good communication between home and school is essential for us to work effectively together to support every child. We communicate with parents by face to face or virtual meetings, telephone conversations or emails.

You will be invited to regular meetings with the class teacher to review your child's Individual Support Plan (ISP) and One Page Profile. We also liaise with a wide range of external professions (Educational Psychologists, School Nurses, Speech Therapists, Mental Health Support Team) and will assist with completion of forms and explanation of reports for parents where helpful.

Most importantly, we are here to offer help and support. Parents are encouraged to arrange an appointment to discuss your child's progress or any concerns initially with their class teacher. Below is our SEND identification and provision pathway, which follows the assess, plan, do review, cycle.



How will the curriculum be matched to my child's needs?

The vision of our school is: "Empowering learners, nurturing ambition".

Our first priority is to make your child's learning experience as positive and supportive as possible. We strive to provide an engaging and exciting curriculum for all children. Our curriculum is fully inclusive and pupils with SEND will receive appropriate support to enable them to access the same learning as their peers. Your child's class teacher will use a range of classroom based strategies to ensure teaching is of the highest quality and every child will have access to a supportive environment with support from adults and a range of activities that will support and stimulate them. Teachers will plan for the variety of needs in the classroom by providing appropriately adapted tasks and achievable outcomes to consolidate and extend children's learning.

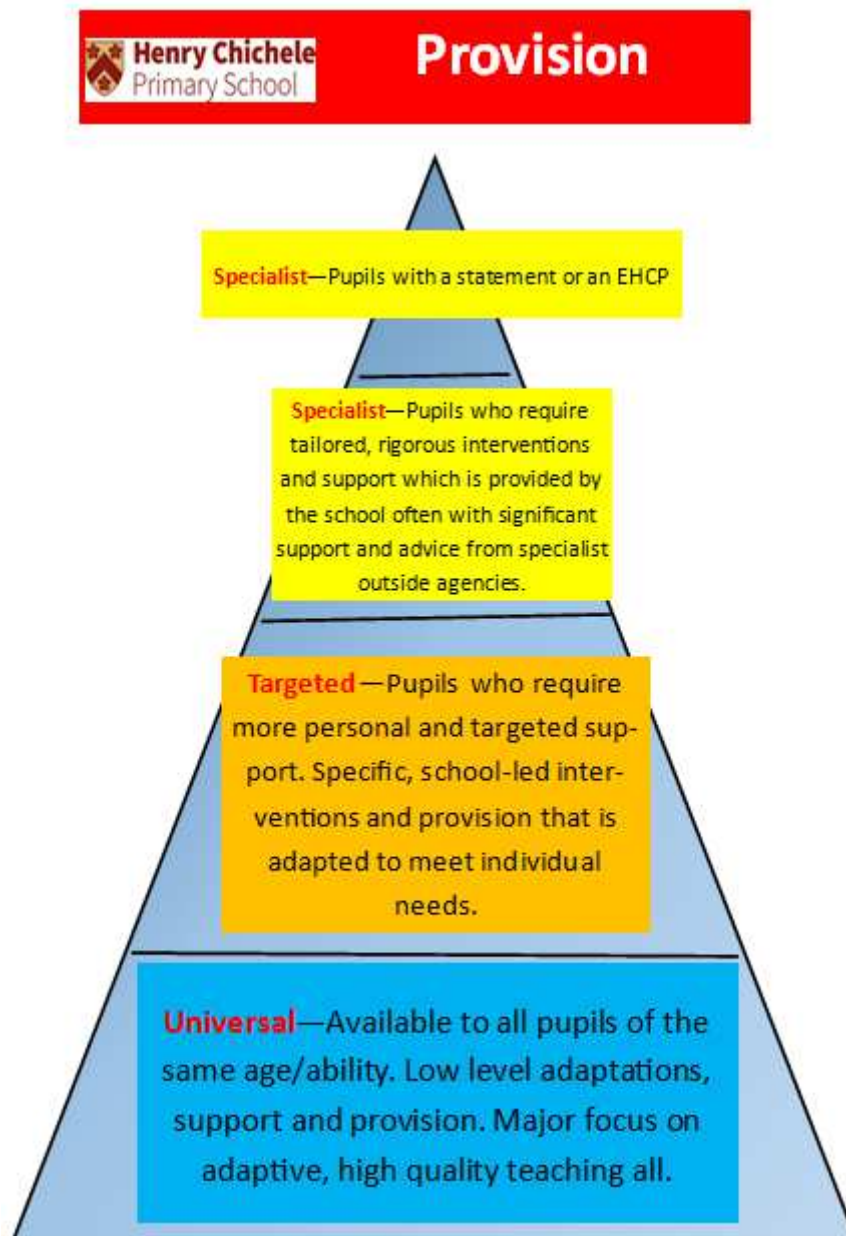
Teachers may use appropriate visual timetables, now and next and visual communication to support your child. For children with special educational needs, teachers may provide modified resources for children, 1:1 or small group support from the class teacher or a TA or an individualised timetable where necessary. 1:1 or small group interventions outside of the classroom, may be provided to support your child. Our offer of intervention support can be found [here](#).

Where necessary, we can provide an alternative place, outside of the classroom; The Hive or The Burrow, to enable children to focus and complete their work.

Open ended challenges are always provided to promote deeper thinking and independent learning.

Your child's class teacher will be happy to discuss strategies they use with you and how you can use these to support learning at home.

Provision at our school



- Class teacher, Inclusion team, parents/ carers, pupil liaison to develop an individual support plan. (ISP)
- In some cases, support and advice from a range of outside agencies, including Specialist Support Services, Educational Psychologists, CAMHs, School Nurses, Sensory Impairment Team, Speech and Language Therapists, Specific Learning Difficulties Team etc.
- In some cases, specific testing /screening of pupils by the inclusion team in liaison with class teachers and parents/ carers.
- Liaison with health and social care representatives to consider the implementation of an EHCP if necessary.
- One-to-one support for pupils with exceptional needs.

- Class teacher will inform parents/ carers and inclusion team of concerns.
- A range of further adaptations including group support plans delivered by teachers, teaching assistants and the inclusion team, with a focus of improving outcomes and closing the gap to ensure pupils reach their full potential.
- Teaching assistants may be linked to specific pupils or classes to improve the progress of pupils with additional needs.
- Progress will be closely monitored over two terms.
- Class teacher will liaise with parents / carers and inclusion team to review provision in place.
- Referral to external agencies may be considered.

- High quality teaching across the school to meet the needs of all pupils. Teachers make adaptations to support and challenge pupils across the curriculum.
- Pupils are taught a range of topics incorporating different subject areas. Teachers use a spectrum of teaching and learning styles across a broad and balanced curriculum.
- Assessment is regular and targeted to the particular needs of specific pupils, explaining what they need to do to improve and progress .

What support will there be for my child's overall well-being?

We believe that children need to be happy and feel secure to make progress. We aim to develop positive mental health and wellbeing for our whole school community in partnership with staff, parents and carers. We recognise that children's mental health is a crucial factor in their overall wellbeing and that children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. We strive to promote positive mental health and wellbeing in every child and place great value on developing the whole child, academically, socially and emotionally. For children who need additional support, tailored support is provided to meet their individual needs and, in some cases, this may be provided by specialist practitioners.

What specialist services and expertise are available at or accessed by the school?

The provision offered to each child with SEND is unique. Our school endeavours to deliver high quality provision, within a caring and supportive ethos. We have a designated Inclusion Manager, Mrs O'Brien Jones, to oversee the provision for all children with additional needs across the school. We also have three additional members of our inclusion team, Mrs Andrews, Miss Edwards and Mrs Walker who offer inclusion and pastoral support for children and families across the school. We also have a speech and language therapist, Fiona Taylor who is available in school one day a week.

We may also draw on external support services to help the school to identify, assess and tailor provision for children with special educational needs, including Educational Psychologists, Specialist Support Service, JoGo behaviour support, Mental Health Support Team and Sensory Impairment Service. The full range of support services and access to them is outlined in the Local Authority's Local Offer. The inclusion team work collaboratively to share expertise and to agree which external services we need to commission. Before the school make any referral to a specialist service we will always discuss this with you.

What training are the staff supporting children with special educational needs having?

Our school has an Inclusion Manager (SENDCo), Samantha O'Brien Jones, who is responsible for advising class teachers about the provision they make for children with SEND and for overseeing our whole school provision. She can be contacted by email at sobrienjones@henrychichele.northants.sch.uk.

We have an ongoing audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. Our nationally accredited Inclusion Manager and inclusion support workers offer advice on high quality teaching and regularly attend forum meetings to share good practice.

How will my child be included in activities outside the classroom; including school trips?

We aim to enable every child to participate as fully as possible in all elements of the wider curriculum. All reasonable adjustments are made to ensure that all children attend school trips and residential visits with support as appropriate. We will communicate with parents and carers to discuss individual needs prior to any visit or activity.

How accessible is the setting?

Each school has an accessibility plan which is discussed and reviewed every 3 years or sooner. Our accessibility plan can be found on the school website.

How will the school prepare and support my child to join the school and transfer to the next stage of education or life?

We encourage all new children and parents to visit the school prior to starting and we work to ensure smooth transition from pre-school into school and from primary school into secondary school, as well as between classes while within the school.

For children starting in Reception, a series of visits for the children are planned throughout Term 6. Parents/ carers are also invited to a meeting at the school to provide you with a range of information to support you in enabling your child to settle into the school routine.

When you apply for a place for your child at our school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on securely and all needs are discussed and understood.

At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.

At any point when a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child to support a smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable children at the end of their primary education. If your child has an Education Health Care Plan your options are discussed at their Annual Review meeting, prior to the year of transfer.

How are the school's resources allocated and matched to children's individual special educational needs?

Each school in Northamptonshire receives its school budget in April, as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEND – after which they can request additional 'Early help Locality Funding' from the Local Authority; generally this is for children with very high needs. Funding can be used to pay for staffing and resources to provide high quality and appropriate support for children with special educational needs throughout the school. Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during review meetings to ensure best value is achieved.

Who can I contact for further information?

In the event of any concerns about your child or our school's provision for children, parents or carers should in the first instance discuss their concerns with their child's class teacher or the Assistant Headteacher (Inclusion Manager). Any concerns that have not been addressed by this should be taken to the Headteacher.

If a parent or carer wishes to pursue a complaint they should follow the school's complaint's procedure flowchart. If the complainant remains a concern after following the complaints procedure, they could ask the Department for Education's School Complaints Unit to take up the matter.

The governing board will ensure that anyone who wishes to make a complaint in relation to inclusion is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

You may also wish to visit the following websites:

- Northamptonshire County Council's Local Offer, outlining services available for children who have SEND:
<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/schools-and-education/Pages/default.aspx>
- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children with SEND and will direct visitors to their nearest IAS service:
<https://www.iassnorthants.co.uk/Pages/home.aspx>